

High Tech Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Ms. Anne Worrall, Director

Principal, High Tech Elementary

About Our School

Anne Worrall believes that small children's intellect and capacity for mischief are often vastly underestimated by adults. She has been committed to exploring this theory for more than two decades as an Elementary school teacher and principal.

Anne holds a B.A. in International Relations and an Administrative Services credential from the University of San Diego, a California State Bilingual Crosscultural Language & Academic Development Certificate, as well as a Masters of Education in Cross-Cultural Teaching. She is currently the Director of High Tech Elementary in Point Loma. Anne enjoys continuously reassessing her understanding of the world, partly as a result of interacting with her daughter. She looks forward to learning and laughing each day with the High Tech High crowd.

Principal's Comment

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Contact

*High Tech Elementary
2150 Cushing Rd.
San Diego, CA 92106-6189*

Phone: 619-564-6700

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	San Diego Unified
Phone Number	(619) 725-8000
Superintendent	Cindy Marten
Web Site	www.sandi.net

School Contact Information (School Year 2017-18)	
School Name	High Tech Elementary
Street	2150 Cushing Rd.
City, State, Zip	San Diego, Ca, 92106-6189
Phone Number	619-564-6700
Principal	Ms. Anne Worrall, Director
Web Site	www.hightechhigh.org
County-District-School (CDS) Code	37683380131565

Last updated: 1/31/2018

School Description and Mission Statement (School Year 2017-18)

LEARNING at High Tech Elementary is rooted in project-based learning. This means that our faculty guides our students through the creation of projects designed to develop their understandings of the world around them. Kindergarten through Fifth graders are immersed in the process of learning: exploring, discussing, designing, reflecting, and refining. They create something together that demonstrates their new understandings to a real audience, often outside the school walls. Our sources of information are not limited to traditional textbooks and basal publications. At HTE, students examine information from "expert" adults, primary source documents, other teachers, Internet resources and each other.

TO appreciate the connectedness of our world, subjects are not taught in isolation from each other. The majority of the projects we create weave scientific, mathematical, literary, historical, and artistic facets together, creating a whole greater than the sum of its parts.

OUR students and adults together weave opportunities to develop qualities and attributes throughout our daily work: curiosity, integrity, empathy, confidence and reflection. The curriculum is rigorous, yet developmentally appropriate, providing the foundation for success at middle school and beyond. Over the course of the year, students build upon what they have learned, in preparation for the next grade.

HTE serves approximately 400 students, from Kindergarten through Fifth Grade, allowing our children and adults to form close relationships that challenge and nurture each child as an individual. Class sizes are kept at 26 students or fewer to support each student's unique personality, interests, and needs. Students are not separated by ability or skill into different classrooms or programs. HTE teachers and staff deeply believe that all students have gifts and talents and needs, and we support them within our classrooms. Accordingly, we do not have separate GATE or Special Education rooms.

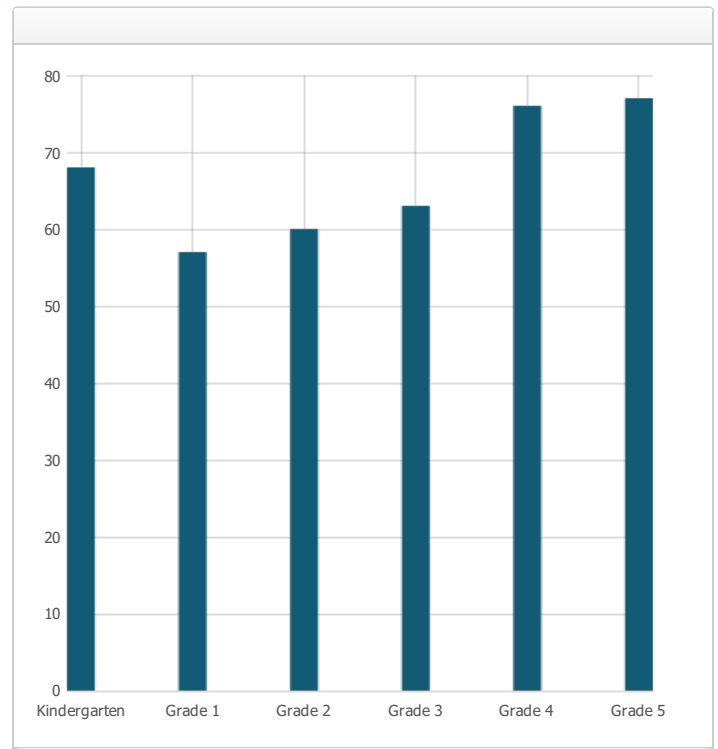
WHAT a child accomplishes as a result of study is tremendously important. Most assessment at High Tech Elementary is performance-based: students develop projects, solve problems, write reflections of their findings, and often present them to a panel (usually comprised of teachers, community members, and other students). Consequently, our students are given traditional weekly exams and tests sparingly. At High Tech Elementary, the measure of accomplishment lies primarily in the students' ability to explain or demonstrate his/her learning from the beginning of the project to the end.

HTE's BUILDING DESIGN supports our young students as they learn and grow. Classroom walls are moveable, so groups of students can work in small groups or large groups; most windows and doors are transparent encouraging students (and adults) to see what others are working on, sparking new ideas. Student work is always created for an audience, and that work is often displayed for that audience throughout the building. Studio space has been created for classes in Performance Arts, Elementary Engineering/Design and Fine Arts. All classroom furniture is specifically selected to meet the needs of our children as their bodies grow and develop physically. The floor plan was intentionally designed for teams of three teachers at each grade level, who plan collaboratively on projects. Shared spaces throughout the building allow for older students to mentor younger students in a variety of structured activities.

For more information, please visit <http://www.hightechhigh.org>.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	68
Grade 1	57
Grade 2	60
Grade 3	63
Grade 4	76
Grade 5	77
Total Enrollment	401



Last updated: 1/31/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	7.5 %
American Indian or Alaska Native	1.2 %
Asian	4.5 %
Filipino	2.7 %
Hispanic or Latino	45.1 %
Native Hawaiian or Pacific Islander	0.0 %
White	34.4 %
Two or More Races	4.5 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	47.4 %
English Learners	16.0 %
Students with Disabilities	8.7 %
Foster Youth	0.0 %

Last updated: 1/31/2018

A. Conditions of Learning

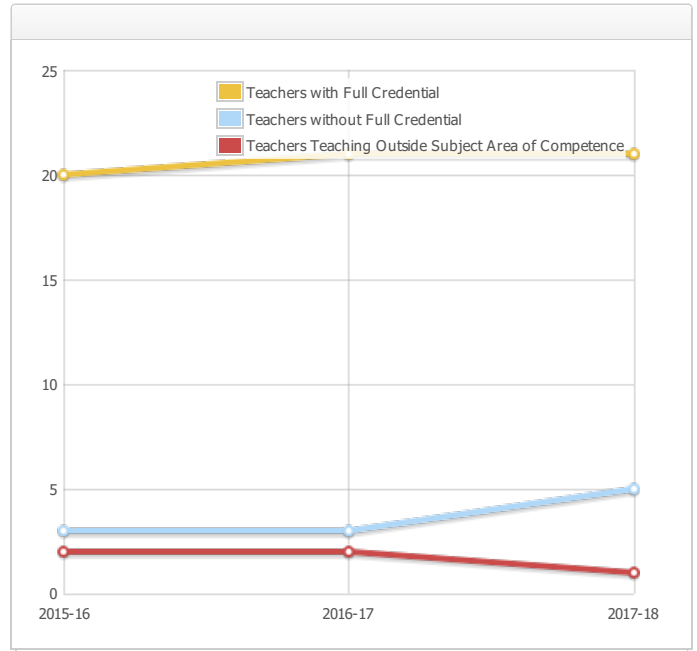
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

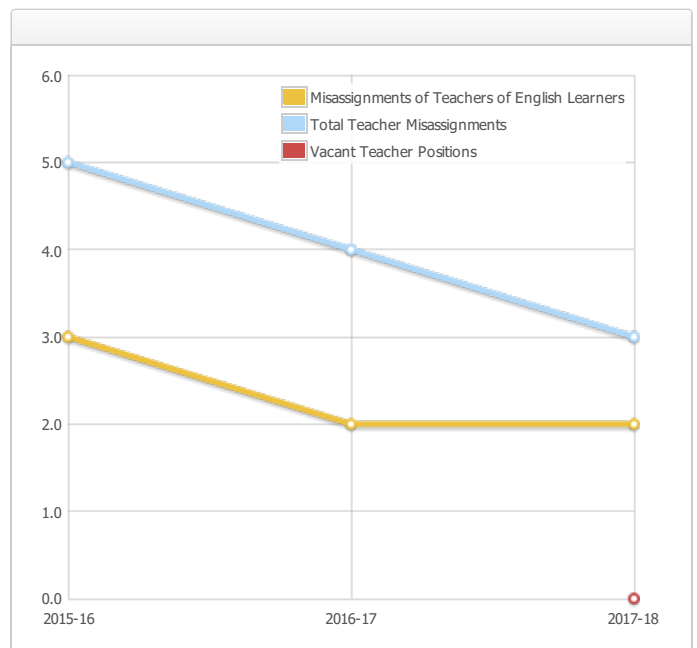
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	20	21	21	4243
Without Full Credential	3	3	5	30
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	2	1	349



Last updated: 1/31/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	3	2	2
Total Teacher Misassignments*	5	4	3
Vacant Teacher Positions			0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/31/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: January 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	High Tech Elementary uses a wide variety of resources that enable teachers to differentiate instruction to meet the needs of each student. Among them include online adaptive textbooks, novels, academic journals, primary resources, digital tools along with others. In addition, HTH students publicize their work online: http://www.hightechhigh.org/projects/		0.0 %
Mathematics	High Tech Elementary uses a wide variety of resources that enable teachers to differentiate instruction to meet the needs of each student. Among them include online adaptive textbooks, novels, academic journals, primary resources, digital tools along with others. In addition, HTH students publicize their work online: http://www.hightechhigh.org/projects/		0.0 %
Science	High Tech Elementary uses a wide variety of resources that enable teachers to differentiate instruction to meet the needs of each student. Among them include online adaptive textbooks, novels, academic journals, primary resources, digital tools along with others. In addition, HTH students publicize their work online: http://www.hightechhigh.org/projects/		0.0 %
History-Social Science	High Tech Elementary uses a wide variety of resources that enable teachers to differentiate instruction to meet the needs of each student. Among them include online adaptive textbooks, novels, academic journals, primary resources, digital tools along with others. In addition, HTH students publicize their work online: http://www.hightechhigh.org/projects/		0.0 %
Foreign Language	High Tech Elementary uses a wide variety of resources that enable teachers to differentiate instruction to meet the needs of each student. Among them include online adaptive textbooks, novels, academic journals, primary resources, digital tools along with others. In addition, HTH students publicize their work online: http://www.hightechhigh.org/projects/		0.0 %
Health	High Tech Elementary uses a wide variety of resources that enable teachers to differentiate instruction to meet the needs of each student. Among them include online adaptive textbooks, novels, academic journals, primary resources, digital tools along with others. In addition, HTH students publicize their work online: http://www.hightechhigh.org/projects/		0.0 %
Visual and Performing Arts	High Tech Elementary uses a wide variety of resources that enable teachers to differentiate instruction to meet the needs of each student. Among them include online adaptive textbooks, novels, academic journals, primary resources, digital tools along with others. In addition, HTH students publicize their work online: http://www.hightechhigh.org/projects/		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/31/2018

School Facility Conditions and Planned Improvements

HTE is a 41,464 square foot, two-story, elementary school that was built in 2015. The building is in excellent condition, with maintenance and custodial services provided by on-site staff. There are no maintenance needs beyond those that are routine for a school of this size.

Last updated: 1/31/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2017

Overall Rating	Exemplary
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Last updated: 1/31/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	52%	48%	54%	53%	48%	48%
Mathematics (grades 3-8 and 11)	28%	41%	42%	43%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/31/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	211	207	98.10%	47.83%
Male	117	116	99.15%	51.72%
Female	94	91	96.81%	42.86%
Black or African American	15	15	100.00%	26.67%
American Indian or Alaska Native	--	--	--	
Asian	15	15	100.00%	40.00%
Filipino	--	--	--	
Hispanic or Latino	97	94	96.91%	38.30%
Native Hawaiian or Pacific Islander				
White	70	69	98.57%	63.77%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	98	96	97.96%	38.54%
English Learners	41	39	95.12%	33.33%
Students with Disabilities	32	29	90.63%	27.59%
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	211	209	99.05%	41.15%
Male	117	116	99.15%	44.83%
Female	94	93	98.94%	36.56%
Black or African American	15	15	100.00%	13.33%
American Indian or Alaska Native	--	--	--	
Asian	15	15	100.00%	26.67%
Filipino	--	--	--	
Hispanic or Latino	97	95	97.94%	35.79%
Native Hawaiian or Pacific Islander				
White	70	70	100.00%	52.86%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	98	97	98.98%	34.02%
English Learners	41	39	95.12%	23.08%
Students with Disabilities	31	29	93.55%	20.69%
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	0.0%	55.0%	0.0%	59.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/31/2018

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	19.1%	30.9%	38.2%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/31/2018

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

The HTE Family Collaborative has been instrumental in improving communication with parents and involving parents in making decisions that positively affect student learning outcomes. The Family Collaborative holds monthly meetings at the school site. Parents have an active voice at the school, and ample opportunities to volunteer in classrooms, plan and coordinate fundraising efforts, foster a positive social environment for students from all communities, and communicate to all members of the HTE community on an on-going basis to discuss current school information. HTE parents also coordinate with the Director to communicate via e-newsletter and text blasts to HTE families.

State Priority: Pupil Engagement

Last updated: 1/31/2018

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

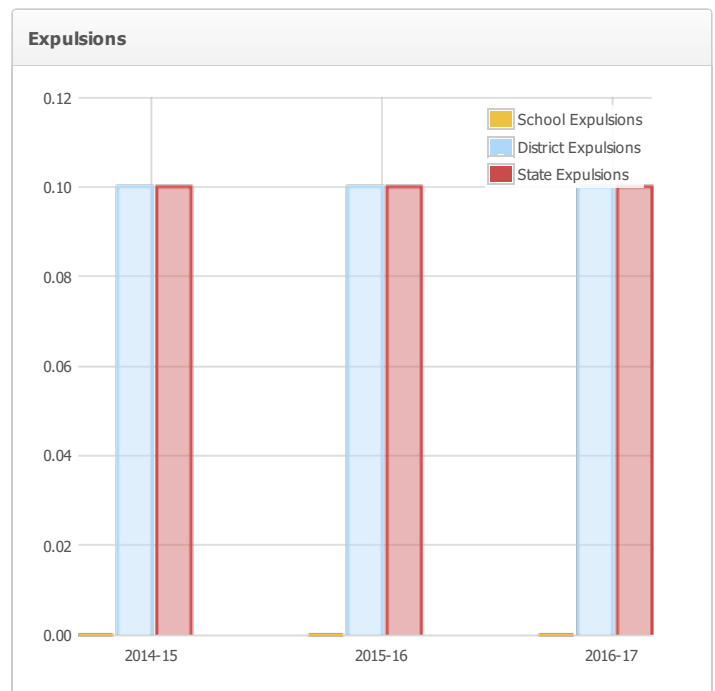
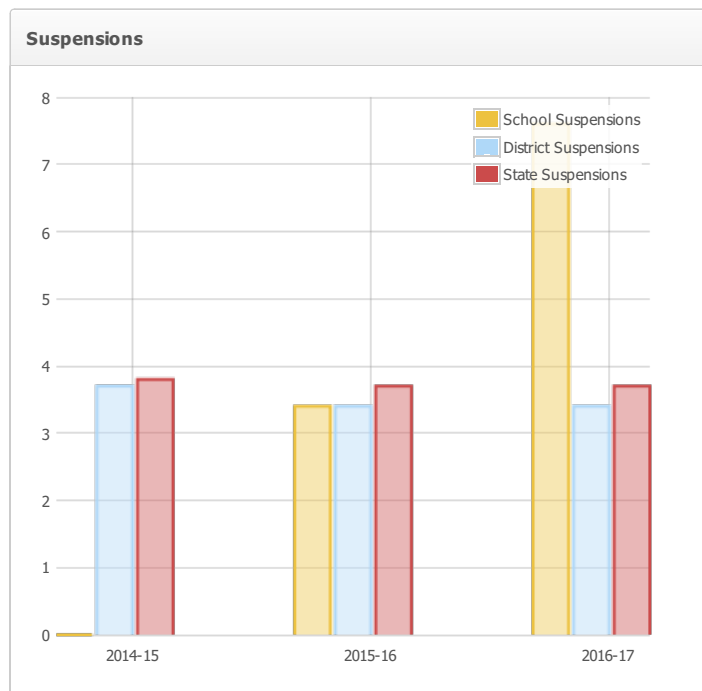
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	--	3.4%	7.6%	3.7%	3.4%	3.4%	3.8%	3.7%	3.7%
Expulsions	--	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/31/2018

School Safety Plan (School Year 2017-18)

HTE updates its safety practices yearly and the safety plan is on file at the front desk and in each classroom. The safety plan addresses prevention, response, and recovery related to emergencies. All students practice evacuation procedures multiple times each year. School evacuation maps are located throughout the school.

Prevention: HTE's primary goal is to prevent emergencies. These programs address a variety of issues to include violence/substance abuse and threat assessment.

Response: HTE school will minimize the impact of an emergency or disaster, however some emergencies or disasters cannot be prevented. In those cases, emergency response/operations plans are in place to insure coordination with first responders.

Recovery: HTE is prepared to assist students and staff in their emotional recovery from an emergency or disaster. Recovery procedures are reviewed by staff regularly each school year.

HTE fosters a culture of community and personalization. We recognize that students with different learning needs, family backgrounds and personal interests require individually crafted support and planning. HTE believes that all members should be treated with dignity and respect. HTE's curriculum is centered on project work, and fosters positive relationships between students and adults. The student-faculty ratio at HTE is 26:1 or fewer.

Last updated: 1/31/2018

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	19.0	3	0	0	23.0	0	3	0
1	0.0	0	0	0	19.0	3	0	0	19.0	3	0	0
2	0.0	0	0	0	22.0	0	3	0	20.0	3	0	0
3	0.0	0	0	0	21.0	1	2	0	21.0	1	2	0
4	0.0	0	0	0	25.0	0	3	0	25.0	0	3	0
5	0.0	0	0	0	26.0	0	3	0	26.0	0	3	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/31/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	4.0	N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/31/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8917.0	\$1474.0	\$7443.0	\$56060.0
District	N/A	N/A	\$0.0	\$76603.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$79228.0

Percent Difference – School Site and State	N/A	N/A	--	--
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Note: Cells with N/A values do not require data.

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Types of Services Funded (Fiscal Year 2016-17)

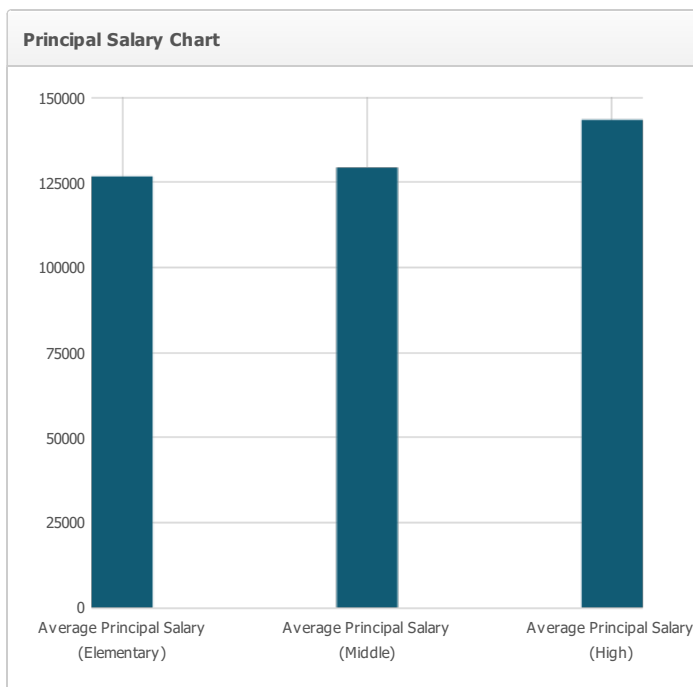
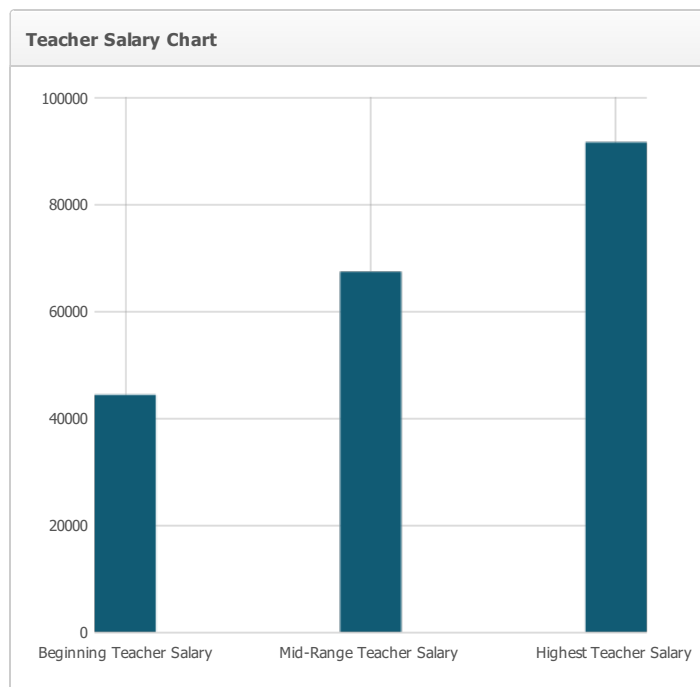
The school offers a well-attended before and after school program that is geared toward safe and fun activities for all children. Academic Coaches support students in all grade levels K-5, and Exploratory teachers provide instruction in Engineering, Art & Dance, and Outdoor Leadership.

Last updated: 1/31/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,337	\$47,808
Mid-Range Teacher Salary	\$67,371	\$73,555
Highest Teacher Salary	\$91,571	\$95,850
Average Principal Salary (Elementary)	\$126,695	\$120,448
Average Principal Salary (Middle)	\$129,317	\$125,592
Average Principal Salary (High)	\$143,347	\$138,175
Superintendent Salary	\$267,334	\$264,457
Percent of Budget for Teacher Salaries	37.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/31/2018

Professional Development

The goal of HTE is to offer technologically-rich project-based learning to K-5 grade students, as well as to afford a seamless transition from elementary school to middle school to high school, particularly to High Tech High. Faculty members at HTE participate in ongoing monthly professional development. Dedicated time to hone instructional practices is incorporated into each teacher's work year, per their contract, and takes multiple forms:

Staff days: Veteran staff return to school 8 days before school starts. There are also 5 staff days scheduled throughout the academic calendar year.

New Teacher Odyssey: Prior to the 8 staff days for veteran teachers, teachers new to HTE participate in a 7 day "Odyssey." During the Odyssey, HTE teaching methods are modeled and teachers experience project based learning as learners themselves.

AM: Teachers arrive one hour before school starts to engage in collegial dialogue. Morning meetings occur at least 2 days weekly. These meetings serve as a venue for veteran and new teachers to reflect on and refine their day-to-day practice. Teachers frequently collaborate, analyze data, plan projects, and tackle dilemmas. Teachers also meet every other Wednesday for extended half-day professional development led by the school director, visiting educators or HTE / HTH faculty members.

As part of the HTH charter management organization, HTH teachers receive additional professional development support through the HTH Credential Program and the HTH Graduate School of Education.

Last updated: 1/31/2018